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ABSTRACT

The first section of the career guidance handbook provides a brief introduction to the need for career guidance, explains the eight elements and outcomes of career education in the Alabama Career Education Curriculum Model (self-awareness--self-identity, educational awareness--educational identity, career awareness--career identity, economic awareness--economic understanding, decision making--career decisions, beginning competency--employment skills, employability skills--career placement, and attitudes and appreciations--self/social fulfillment), and discusses the four major constituents of the career guidance process: developing self-awareness, acquiring decision-making skills, developing environmental understanding and awareness, and relating to the world of work. Section two discusses the components of the career guidance program (curriculum base, pupil data system, information system, work observation and experience, group and individual counseling, educational and occupational placement, and research and evaluation), identifies the responsibilities of guidance specialists, teachers, principals, parents, students, employers, and other community members in career guidance, and outlines procedures for evaluating career guidance programs. A three-page annotated bibliography is included. (JR)

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CAREER GUIDANCE

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CAREER GUIDANCE HANDBOOK

DIVISION OF
VOCATIONAL-TECHNICAL AND HIGHER EDUCATION
STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36104

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What Is It All About?

INTRODUCTION—WHY CAREER GUIDANCE?

Future shock, says Alvin Toffler, is a disease caused by the rapidly increasing rate of changes all about us, and its victims are those who are unable to cope with these changes. Caught up in its accelerating turbulence, these people become bewildered, disoriented, and anxious. Their confusion is filled with self-doubt, uncertainty and fear, and they become tense and tire easily. Their irritability may grow into anger and senseless violence, or they may become physically or psychologically ill.

Even if one finds Toffler's descriptions of the effects of rapid change exaggerated, it is difficult to deny that there are large numbers of youth and adults today who are floundering about—wondering who they are and what they might do with their lives. In yet worse condition are those who don't even know how to ask these questions and who helplessly and hopelessly live out a hum-drum and precarious existence—always at the mercy of changing conditions and uncertain situations.

Perhaps, career guidance could enhance the efforts of our schools in providing students with adequate preparation to live satisfying and productive lives in today's and tomorrow's complex worlds. While learning the basic subject matters in school, students will be helped, through career guidance, to learn about themselves and career opportunities. They will be taught about the changing world and helped to develop their own personal strategies for dealing with it. In particular, instead of hiding students from the world of work in an encapsulated classroom, ways are needed to help them experience and understand it so that they can assume increasing responsibilities for and greater control over their own destinies.

The vital part of education designed to meet these needs of students is still missing or underdeveloped in most schools. However, there is a rapidly growing realization throughout the country that no educational system can be fully effective without a well-developed career guidance program.

OBJECTIVES OF CAREER GUIDANCE—WHAT DOES IT DO?

Career guidance is a fundamental component of career education and it has many of the same goals and objectives. The Alabama State Department of Education has developed the following position statement on career education.

Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a preclominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructuring and focusing concepts around a career development theme.

The CAREER EDUCATION CURRICULUM MODEL, developed by the Alabama State Department of Education, includes eight elements of career education. Each of these elements leads to a general outcome or goal. These elements and their related outcomes are presented in the following chart.

ELEMENTS OF CAREER EDUCATION

K	6 7	9/10	12
	Awareness ⟶	Exploration ⟶	Preparation
SELF-AWARENESS			⟶ SELF-IDENTITY
EDUCATIONAL AWARENESS			⟶ EDUCATIONAL IDENTITY
CAREER AWARENESS		CAREER	⟶ CAREER IDENTITY
ECONOMIC AWARENESS		EDUCATION, HOME	⟶ ECONOMIC UNDERSTANDING
DECISION MAKING		AND COMMUNITY	⟶ CAREER DECISIONS
BEGINNING COMPETENCY		LIFE	⟶ EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS			⟶ CAREER PLACEMENT
ATTITUDES AND APPRECIATIONS			⟶ SELF ⟷ SOCIAL FULFILLMENT

(Hauck, September 1971)

Career guidance contributes to the outcomes of these eight elements. The objectives of career guidance now follow in an order which indicates their relationship to the elements of career education listed above.

SELF AWARENESS ⟶ SELF-IDENTITY

Objective 1. To help students develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests.

The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

EDUCATIONAL AWARENESS ⟶ EDUCATIONAL IDENTITY

Objective 2. To help students become acquainted with the array of educational opportunities which will become available to them as they progress through school, the nature of these opportunities, and the career implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.

The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and now world and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles, the knowledge of himself as a participant in education and training, his learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

CAREER AWARENESS ⟶ CAREER IDENTITY

Objective 3. To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and the patterns different people follow in developing careers.

The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

ECONOMIC AWARENESS ⟶ ECONOMIC UNDERSTANDING

Objective 4. To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the United States and the rest of the world, and the possible implications of these changes for their careers.

The child has observed and participated in the economic system in some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

DECISION MAKING ⟶CAREER DECISIONS

Objective 5. To help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills and to develop a "sense of agency,"—the confidence that what they decide or plan can indeed have an effect upon what happens to them.

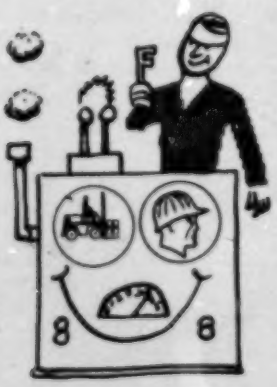
The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions to those which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

BEGINNING COMPETENCY ⟶ EMPLOYMENT SKILLS

Objective 6. To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.

Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways in which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities or creates new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, and economic understanding.

EMPLOYABILITY SKILLS ⟶ CAREER PLACEMENT



Objective 7. To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, a junior college or technical school, a senior college or university, or in the armed services.

The element employability skills is concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

ATTITUDES AND APPRECIATION ⟶ SELF ⟷ SOCIAL FULFILLMENT

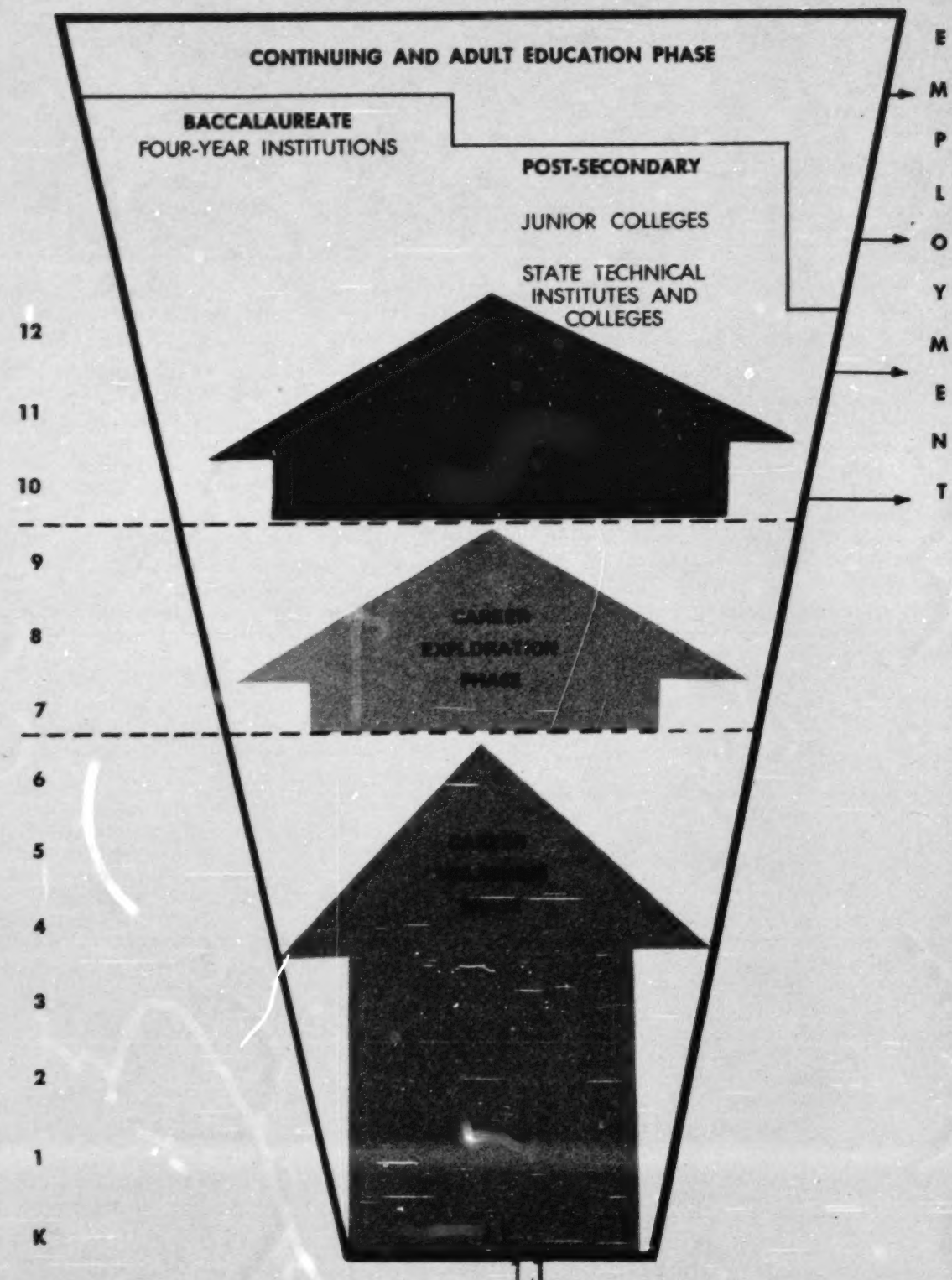
Objective 8. To assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

The element attitudes and appreciations was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the roles of others.

The broader concept of career education includes, in addition to career guidance, the academic and vocational preparation to provide students the skills and competencies needed to carry out successfully their plans and decisions in the world of work.

As a part of career education, career guidance focuses upon the development of self-understanding, the knowledge of career options, and the ability to make personal plans and decisions. The overall goal of career guidance is to help students develop career maturity through acquiring knowledges, skills, and competencies necessary to the performance of their life roles in a changing and complex society. Career guidance is an integral part of each phase of career education as indicated in the following chart.

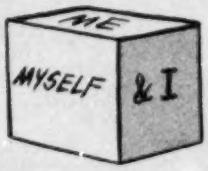
CAREER GUIDANCE—AN INTEGRAL PART OF EACH PHASE OF CAREER EDUCATION

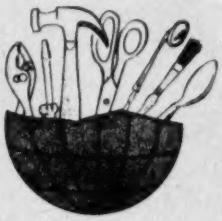


THE PROCESS OF CAREER GUIDANCE—HOW DOES IT HAPPEN?

Career guidance is based on a systematic process of human development which can be described as occurring in four major areas:

- Self-concept and self-awareness development
- Acquiring decision-making skills
- Developing environmental understanding and awareness
- Relating to the world of work





While these areas cannot be separated in real life, in discussions they can be dealt with independently. There is also a logical sequence for emphasizing each of the areas.

—At the beginning of the process is the necessity that a person become aware of himself as a person and have knowledge of his interests, values, aptitudes, and attitudes. This self knowledge is the foundation for the development of a realistic self-picture and contributes to the ability of the person to make rational decisions.

—The second step in the process is that of learning and practicing the skills of decision-making. Aiding the student to utilize these skills in making rational decisions on a day to day basis helps prepare him to make decisions of increasing magnitude and difficulty.

—The third step after a person has begun the process of developing a realistic self-concept and has developed some decision-making skills is the consideration of the type of life style he wishes. The process of deciding on a life style and developing decision-making skills may be occurring at the same time.

—In the final step of the process the person can begin to see ways to develop a positive relationship between himself and the world of work.

These areas overlap, but their sequence appears to be the same at all age levels. For a five year old, his statement that he wants to be a fireman, while primarily based on fantasy, employs feelings of adequacy (self-concept), decision-making, life style (he may like to ride a red fire truck), and the world of work (he has seen firemen in action). The process for this child is appropriate for his five-year-oldness. A twenty-five year old person might make a similar but more realistic decision, using the same process, but on a much more mature and sophisticated basis.

The development of self-concept and self-awareness can be enhanced by helping students find answers to some very important questions, such as, "What am I like as a person?" "Who is this person called me?" "How is this person, me, changing and what will I be like as a result of this change?"

The process of building decision-making skills follows very closely and complements the process of building a self-concept. As a person feels positive about himself and is given the opportunity to make decisions which turn out well, he gains more confidence and is able to risk making more important decisions. The development of these skills involves the cooperation of counselors, teachers, administrators, and parents who allow and encourage students to explore alternatives and make decisions.

Life style refers to the interaction of values, attitudes, choices, strategies, and behaviors by which a person establishes goals and copes with his environment. Career guidance has the task of relating a life style to work that is satisfying to the individual. As students develop realistic self-pictures, learn decision-making skills, and observe how people around them live and cope with their environments, it follows that these individuals will make choices of how they wish to live and develop careers which will allow them to implement their chosen life styles.

Because the four major parts of the process are interdependent, it is apparent that failure to develop any one of these areas will seriously hamper the process of career development. Therefore, a systematic career guidance program is essential in helping students in the process of career development.

How Do You Do It?

COMPONENTS OF A CAREER GUIDANCE PROGRAM—WHAT ARE THE PARTS?

All of the necessary activities of a career guidance program can be classified into seven major components or parts:

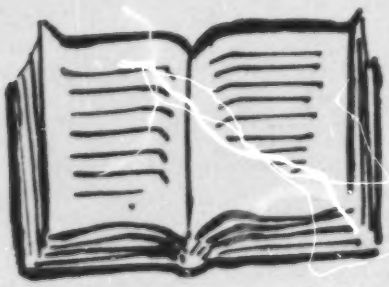
- Career Related Curriculum Base
- Pupil Data System
- Information System
- Work Observation and Experience
- Group and Individual Counseling
- Educational and Occupational Placement
- Research and Evaluation

Most schools have already developed some of these components, and some schools have begun activities in all seven. For a career guidance program to have its full impact on all students, however, all of the parts must be well-developed and functioning, and all of the parts must be working well together. Coordination of the efforts of persons working in all parts of the program is very important to an effective delivery system.

Some of the components of a career guidance program may have had their beginnings in schools as "guidance services" and may have been thought of as desirable accessories for a school which could be added by hiring a counselor. The rapidly changing needs and opportunities of youth today, however, require that some of these former "services" become integral parts of the educational program. Without these parts, the career guidance program cannot function effectively, and many students will continue to flounder in school and through later stages of their careers.

Other components of the career guidance program are relatively new and call for new methods and materials. Thus the maximum effectiveness of a career guidance program requires that all parts, both old and new, be developed and focused upon increasing the vocational maturity of all students.

A brief description of each component of a career guidance program follows.



- **Career Related Curriculum Base—A Component of Career Guidance**

The heart of the new career guidance program is in the curriculum. Through the instructional program, including the use of projects, field trips, resource persons, occupational illustrations, group discussions, and many other means, the relevance of the regular subject matter is made clear to students. Without changing the basic content, a new focus on career implications provides students a better chance to understand the personal meanings that school subjects have for them. Through understanding how different workers need and use school subjects, the importance of learning becomes more of a reality to students.

In the early grades the curricular input is centered on attitudes and information about self and work, with expanded awareness as the objective. Helping students to begin framing the questions, "What kind of worthwhile person am I?", "What part does work play in the lives of people?", and "What is the range of opportunities ahead?" is the first basic step in a career guidance program.

In the middle grades, activities to provide awareness merge into exploratory activities, and students are given opportunities to gain more specific information about those career opportunities toward which they are attracted. Direct, try-out, or simulated experiences assume greater importance when opportunities are provided to reflect on these experiences. The questions now become, "What sorts of things do I do well and enjoy?" and "In what various educational and occupational pursuits are these interests and abilities useful?"

Although awareness and exploratory activities continue throughout high school, the curricular emphasis at the secondary level changes to preparation. It is the goal of the career education curriculum that every student, upon leaving high school, will be prepared to take the next step he has found appropriate, whether this be immediate entry into the labor force or a continuation of his formal education in a technical school, junior college, senior college, or university.

A sequential career development oriented curriculum in every classroom from the earliest grades through the highest grades forms the basic framework around which the effective career guidance program is developed.

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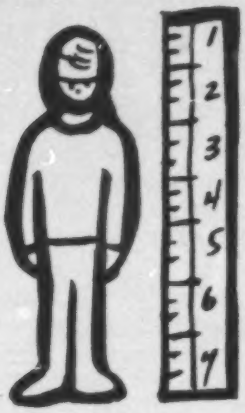

- **Pupil Data System—A Component of Career Guidance**

Although cumulative records and pupil testing programs exist in nearly all schools, the purpose of the efforts they require is often in doubt. However, in the career guidance program, with the need to help students better understand themselves and to make plans and decisions, the purpose becomes clear. The basic reason for collecting and accumulating information about individual students is not just to have a record but to have meaningful data available for use by the students and other individuals concerned with their development.

For many schools this may mean that persons responsible for the present pupil data systems need to find more efficient ways to collect and store the information and turn their main attention to finding appropriate ways to help students (and their parents and teachers) make use of the information. Having established the primary purpose of the pupil data system may also help school staff decide what types of information might be most worthwhile in terms of the efforts required for its collection.

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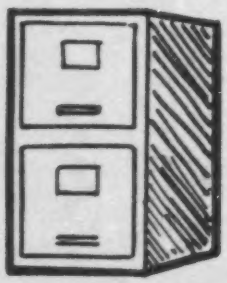

- **Information System—A Component of Career Guidance**

The beginnings of a comprehensive educational and occupational information system can be found in nearly all schools, and some schools, particularly at the high school level, have well developed systems. To be a fully functioning part of a career guidance program, however, an information system should meet the following criteria:

- Comprehensiveness (provides thorough local, regional, and national information regarding educational and occupational opportunities)
- Availability (easily obtainable by students, parents, and teachers at all grade levels)
- Currency (has a built in system for up-dating information and replacing out-dated materials)
- Utility (includes appropriate and imaginative methods for encouraging the use of the information in classroom activities, programs, group guidance and counseling, co-curricular activities, in-service staff activities, community programs, parents' meetings, bulletin boards, etc.)

The information system should include a variety of media. Experts such as librarians, teachers, guidance specialists, business and industrial personnel managers, and educational admissions offciers may be enlisted in developing the information system. As computer programs are developed and become economically feasible, they may become a part of the information system.

A comprehensive information system will include a roster of interested and available resource persons in the community and a procedure for inviting and fulfilling teachers' requests for these persons to visit their classrooms. The information system will also provide similar assistance to teachers in planning field trips.

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- **Work Observation and Experience—A Component of Career Guidance**

From the middle grades on through high school, an important activity of the career guidance program is helping students gain direct contacts with the world of work. This means that cooperative relationships between the school and the community will be well developed and that the school will be able to provide the flexibility for individuals and small groups of students to spend short periods of time away from school.

After a fairly thorough exploration of an occupation through information materials and perhaps resource persons, it will be possible for a student to spend a day, or some part of it, observing a worker in that occupation as that worker performs his or her regular tasks. Through watching and talking with the worker, more realistic understandings can develop. Following this type of activity, a student should be better able to select an occupation or profession (as many vocational education students do now) and to gain some actual, supervised work experience in it.

The development of the work observation and experience component of a career guidance program requires a great deal of personal contact with employers and the organization of innovative scheduling of school work and transportation. However, the value of providing youngsters these real contacts with the world of work cannot be over estimated.

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- **Group and Individual Counseling—A Component of Career Guidance**

As students gain information about themselves through the pupil data system and through school and other experiences, they need opportunities to reflect upon it and put it into some kind of meaningful perspective. As they learn about their opportunities in the worlds of education and work, they need opportunities to personalize that information and make it meaningful in their own terms. It is for these reasons that group and individual counseling assumes an important role in a career guidance program. Without con-

tinuing opportunities to reflect upon and personalize their experiences, a large part of the experiences will be wasted in terms of producing growth and maturity.

Because of high pupil-counselor ratios it has been found that counselors working only in a one-to-one counseling relationship with students cannot have a significant impact upon even a majority of the school population. In addition, it has been found that students benefit from the reactions of other students to their own reports of experiences. Therefore, it has become apparent that an effective career guidance program will have a strong group counseling and guidance component. Such a component, if carefully planned and scheduled, can have an impact on all students. It has also been found that an effective group counseling program can increase the requests from students for individual counseling, and these requests should be honored.

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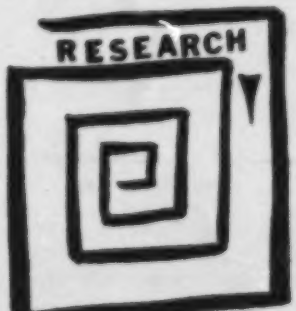
• Educational and Occupational Placement—A Component of Career Guidance

As students prepare to leave school at graduation or before, their most immediate need is for assistance in making that next step in their careers. Helping students select, apply for, and make the transition into a junior college or technical school, an entry level job, a college or university, an apprenticeship program or trade school, or the armed services is the objective of the placement program.

Most schools are already performing the placement function with those graduates who are going to colleges and universities. Catalogs and application forms are obtained, and assistance is provided with transcripts and recommendation forms. To extend this assistance to all students leaving or graduating from school requires a systematic program utilizing the efforts of all teachers, administrators, counselors, State Employment Service personnel, business and industrial personnel managers, parents, and other community members.

Because the ultimate criterion of the success of career education programs is the "placeability" of all students in satisfying and productive pursuits, the placement function carries a great responsibility for the entire program. The placement activity becomes the focal point for questions regarding not only the products of the school but also the current situation with regard to supply and demand for workers in various occupational fields.



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• Research and Evaluation—A Component of Career Guidance

A regular feedback of information about students, processes, and outcomes is an integral part of the career guidance program. The research and evaluation component is designed to provide data about student needs, the effectiveness of programs and procedures, and the experiences of students after leaving or graduating from school. The research need not be highly sophisticated, experimental, or statistical, but should be designed to provide data which help answer questions that staff members and administrators ask. Surveys, questionnaires, follow-up studies, investigations using student records and test results, opinionnaires, and interviews can be used to provide far more substantial information for important decisions than the guesses and uninformed estimates that are frequently used. Local norms and expectancy tables can be developed using available tests and other data, and boards of education can be given reliable information about the functioning of the school's career guidance program.

CAREER GUIDANCE RESPONSIBILITIES—WHO DOES WHAT?

Making career guidance work depends upon knowing not only what has to be accomplished but also how different school staff and faculty can work together in an effective delivery system. This is particularly important in reducing the confusion about who has what responsibility for career guidance.

To some, career guidance means a group of activities in which volunteers participate at will; others see it as solely the function of the vocational counselor or school counselor. Obviously, both of these viewpoints are narrow in scope. Career guidance, to be functional, calls for the combined skills of guidance specialists, teachers, administrators, parents, students, and others. And, the responsibilities of each group need to be identified and understood.

For descriptive purposes these role definitions will be presented under the headings: Guidance Specialists; Teachers, including special opportunities for vocational educators; Principals; and Parents, Students, Employers, and other Community Members.

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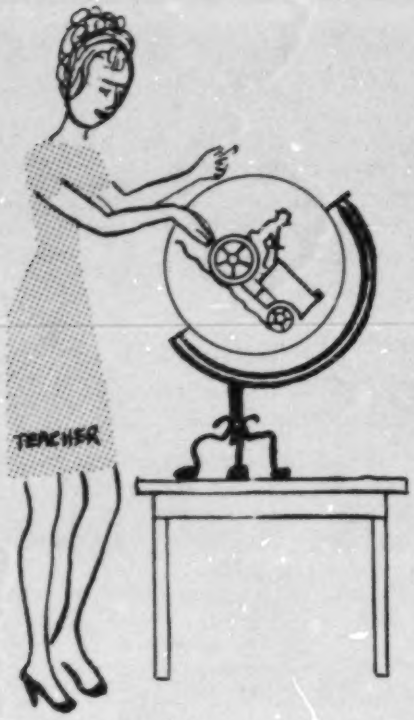
Guidance Specialists—Career Guidance Responsibilities

Guidance specialists include school staff members with any of the following titles: school or guidance counselor, vocational counselor, elementary counselor, career development specialist, career exploratory teacher, student personnel worker, job placement specialist, or occupational information specialist.

The responsibilities of guidance specialists in career guidance are:

- Coordinating the career guidance program.
- Serving as a resource person for staff members in the area of human growth and development and assisting in curriculum planning and modification.
- Participating in staff planning for sequential student learning experiences in career development.
- Coordinating a comprehensive, cumulative pupil data system that can be readily utilized by all students.
- Coordinating a comprehensive (i.e. local, regional and national) information system.
- Identifying and coordinating the use of school and community resources needed to facilitate career guidance.
- Providing group and some individual counseling and guidance to help students continually to understand the personal significance of their experiences, knowledges, skills, and appreciations as they grow and develop.
- Coordinating a comprehensive placement program for all students in jobs, colleges, technical institutes and colleges, junior colleges, universities, apprenticeship programs, and military service.



Teachers—Career Guidance Responsibilities

Career guidance programs depend heavily upon the enthusiatic participation of all teachers. Teachers have a vital set of responsibilities in career guidance at all educational levels. These responsibilities include:

- Providing for easy transition of students from home to school, from one school environment to the next, and from school to further education or employment.
- Providing guidance experience for individual and groups of students to increase their depth of understanding of their personal capabilities, interests, and values.
- Providing students with sequential learning experiences aimed at the development of basic concepts of work and the importance of those who perform work.
- Providing regular group guidance experiences to demonstrate the relationships between learning and occupational requirements.
- Helping parents understand and encourage the career development process as it relates to their children.
- Providing opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.
- Providing career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.
- Participating in the planning and implementation of a comprehensive career guidance program.

VOCATIONAL EDUCATORS
CAREER GUIDANCE RESPONSIBILITIES

In addition to the responsibilities carried by all teachers, many vocational educators have opportunities to make additinoal contributions to the career development program. Additional ways vocational educators may contribute to the career guidance program include:

- Providing realistic educational and occupational information to students and staff based on knowledge of the occupational field and continuing contacts with workers and work settings.
- Identifying and recruiting resource persons in the employment community to assist in the school program.
- Providing exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs, and assisting other teachers who wish to incorporate "hands on" types of activities in their courses.
- Identifying basic and academic skills and knowledge that are needed to succeed in the occupations of their field and communicating this information to other teachers and guidance specialists.
- Providing students with information about vocational education offerings.
- Assisting students in their courses through group and individual guidance to analyze and interpret their learning experiences for better understandings of self in relation to occupations and the world of work.
- Assisting students in identifying a wide range of occupations for which their vocational instruction is applicable.
- Arranging observation activities or part-time employment for students to help them learn more about occupations and work settings.
- Participating in the planning and implementation of a comprehensive placement program.

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Administrators—Career Guidance Responsibilities

To be successful, a career guidance program must have the support and encouragement of administrators at all levels. These responsibilities include:

- Providing active encouragement and support of the program.
- Espousing the idea of career guidance as a responsibility of all staff members and faculty.
- Encouraging the development of a career guidance committee composed of faculty and staff members, students, parents, and community leaders.

- Committing the administration to experimentation and flexibility in program and curriculum.
- Arranging in-service education for staff and faculty in the areas of career guidance and human relations.
- Providing personnel, facilities, and materials necessary for program delivery.
- Encouraging constant evaluation and improvement of the program.

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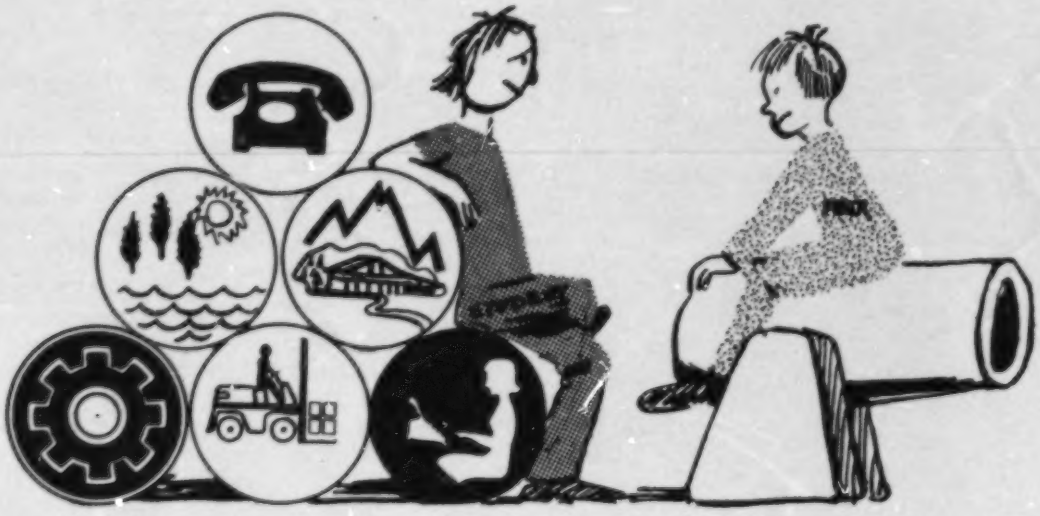
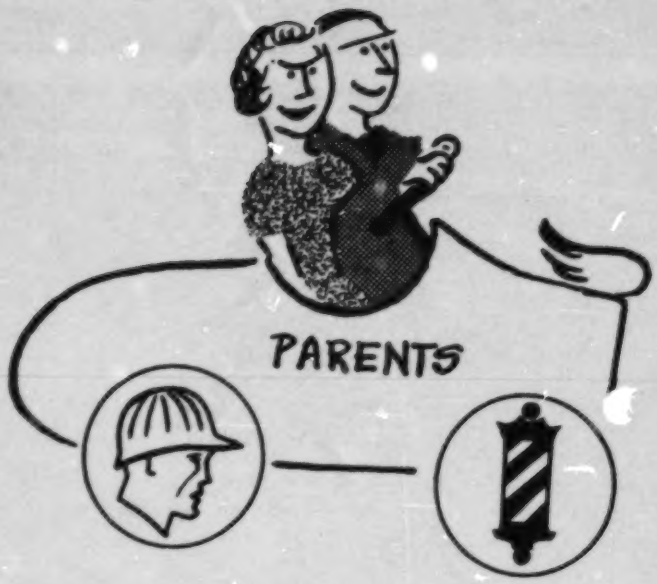


Parents, Students, Employers, and Other Community Members—Career Guidance Responsibilities

Although school staff members are extremely important in assisting youth in their career development, there are other significant persons who can provide valuable assistance. Parents can be very influential role model figures and counselors to their children. Parents can discuss work values which they have developed as a result of past experiences and relate some of the consequences they have experienced. They can discuss the economic condition of the family as it applies to the children's educational needs and assist in planning a course of action. Parents can, through example, display the attitude that all persons have dignity and worth no matter what position they hold in the world of work, and they can provide situations so that their children can experience decision-making and carry responsibility for the consequences of their decisions.

Research is beginning to demonstrate that peer influence can be harnessed and directed in ways that contribute to the development of youth. The strategy involves utilizing selected youngsters in a paraprofessional capacity in working with other students. Under supervision, the experiences of our youth can be harnessed and utilized in an effective way.

Employers, clergy, employees, retired workers, community agency personnel, and others should be viewed as potential career guidance team members who can be utilized in many ways. Employers who view their role in career education as a team member will be responsible for providing work stations and observation experiences and will be available as a career resource person for school programs. Industry and business have a more significant role in the education of youth today than in the past. The guidance specialists, working in cooperation with teachers, can do much to utilize fully all of the community resources available for facilitating the career development of young people.



OTHER COMMUNITY MEMBERS

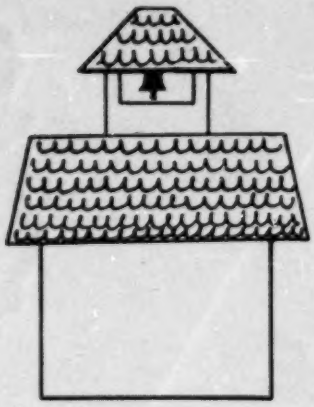
EVALUATION—HOW WELL IS IT WORKING?

Education has emerged into an era of accountability. The natural economic laws also apply to education. Unlimited desires to help youngsters are tied to limited resources, and educational programs more and more face the test of evaluation. Just as manufacturers cannot continue to produce goods that do not sell, education cannot afford to continue programs that do not meet their objectives.

The ultimate evaluation of a career education and a career guidance program is based on the school's ability to produce mature persons who can be placed in satisfying and productive pursuits in further education and work. In order to insure that the career guidance program is operating successfully, early and continuous evaluations are necessary.

As a career guidance committee or other designated group meets to develop plans, the various objectives of each of the program components should be discussed and stated in behavioral or measurable terms. At that time, the instruments or methods of measuring those objectives should be selected or developed. Then, as the program plan begins to take shape in a sequential framework, appropriate and periodic evaluation schedules can be formulated. Thus, as the program develops it has a built-in evaluation system.

The advantage to organizing an evaluation plan at the time the total career guidance program is developed is that the school can have the answers to the many questions about the effectiveness of the program that staff members and others will ask. Program modifications can be made quickly and knowledgeably on the basis of the evaluation, and evidences of the program's accomplishments are readily available to support requests for continuation or expansion.



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Where Does Your School Stand?

All schools have some parts of a career guidance program. However, the programs in some schools are more fully developed than in others. You can make a quick, informal evaluation of your school's career guidance program by turning back to page 9 in this handbook and scoring your school's program on each of the seven components. Give a score of three (3) for any part that is well developed and functioning; a score of two (2) if it is moderately well developed; score of one (1) if there are some beginnings of activity; and a zero if your school's program has no activity in that part. Based on your judgments then, the total scores might represent the following ratings:

18-21—Outstanding Program
14-17—Good Program
10-13—A Healthy Start
9 or below—Much Work Needed

Where Do You Stand?

As a guidance specialist, teacher, or administrator, you might also rate your own involvement in career guidance by scoring the items on pages 13-16, or in a manner similar to that used for rating your school. A high score will mean that the students are receiving assistance in their career development. A low score will enable you to see areas where improvements can be made.

Summary

A comprehensive program of career guidance provides an essential structural base for career education. While counseling and placement activities remain an important part of the career guidance program, the curriculum is seen as the heart of the delivery system. The program depends on the cooperative efforts of all school staff members and faculty, as well as parents, peers, and community members. Through planning, coordinating, and evaluating these efforts, the program can have an impact upon all students.

Bibliography

Baer, Max F. and Edward C. Roeber. OCCUPATIONAL INFORMATION: THE DYNAMICS OF ITS NATURE AND USE. 3rd ed. Chicago: Science Research Associates, Inc., 1964.

An introduction to occupational experience in career development is presented. Brief presentations of the world of work, the labor force, and the world of education are included. The major portion of this book includes kinds of available occupational literature, information describing occupations, different sources of occupational information, and uses of such information.

Bailey, John A. CAREER DEVELOPMENT CONCEPTS: SIGNIFICANCE AND UTILITY. Reno, Nevada: University of Nevada Research Coordinating Unit, October, 1967.

The relative value of significant career-development concepts were determined from a pre-selected list. Comparisons among groups are made, composite data reported, and ideas for incorporating the concepts as topics for group guidance classes are given.

Bordin, E. S., B. Nachman, and S. J. Segal. "An Articulated Framework for Vocational Development." JOURNAL OF COUNSELING PSYCHOLOGY. Vol. 10, No. 2, pp. 107-116, 1963.

The major current approaches to the problem of occupational choice (Super, Roe, Tiedeman, Holland, Ginzberg) are compared with regard to their relation to theories of personality, their structural characteristics, and their assumptions regarding the process of choice. The problem of finding measures which account for the gratifications which work can offer and the application of the theoretical framework to job analysis and other issues are discussed.

Buckingham, Lillian and Arthur M. Lee. PLACEMENT AND FOLLOW-UP IN CAREER EDUCATION. Raleigh, North Carolina: North Carolina State University Center for Occupational Education, 1973.

Placement and follow-up are an integral part of any career guidance program. This monograph describes a placement and follow-up model which can be easily modified to fit the situation in any system. Specific requirements in the placement process are discussed, such as job applications, employer tests, interviews, referrals, and tips in applying for jobs. The follow-up process is described from preparation of students while still in school to the mail-out of questionnaires after they leave.

Campbell, Robert E. and Louise Vetter. CAREER GUIDANCE: AN OVERVIEW OF ALTERNATIVE APPROACHES. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, August, 1971.

This publication provides a reference for practitioners seeking to ascertain alternative delivery systems by which career development may be accomplished. This look at alternative approaches for career guidance is to aid counselors and teachers in the development and diffusion of career guidance systems.

The Center for Vocational and Technical Education. THE SYSTEMS APPROACH: AN EMERGING BEHAVIORAL MODEL FOR VOCATIONAL GUIDANCE. Columbus, Ohio: The Ohio State University, January, 1971.

A summary of a model to provide improved career development services. The model, based on a systems approach, emphasizes student behavioral objectives, gives alternative methods for accomplishing these objectives, provides program evaluation strategies, and is designed to be flexible enough for use in most any type system.

Cobb County Occupational and Career Development Program. OCCUPATIONAL AND EDUCATIONAL AVENUES. Marietta, Georgia: Cobb County Board of Education, 1971.

A nine-page unit prepared for career guidance group sessions. It contains general objectives, behavioral objectives, concepts, subject-matter content, study activities, and an appendix: "Facts About Jobs."

Cooper, Ann and Emily L. Corcoran. A POSITION PAPER ON THE ROLE OF THE MIDDLE SCHOOL COUNSELOR IN CAREER DEVELOPMENT. Marietta, Georgia: Cobb County Occupational and Career Development Program, July 26, 1972.

This position paper lists the services a middle school counselor should provide to teachers and to students. It also includes an outline of how to arrange classroom guidance sessions and how to provide opportunities for participation in small group guidance sessions.

Davenport, Lawrence and Reginald Petty. "Counselors, Career Education, and Minorities." MINORITIES AND CAREER EDUCATION, Columbus, Ohio: ECCA Publications, 1973.

Needed changes in patterns of counselor education are discussed in the first part of this chapter. Then attention is concentrated on changes required in counselor performance on the job.

Feingold, Norman and Sol Siverdloff. OCCUPATIONS AND CAREERS. New York: McGraw-Hill Book Company, 1969.

This publication is designed for courses in occupational orientation and for use as a reference for counselors and students. The first part of the book takes a general approach to the world of work and career planning, while the second half discusses specific occupations by DICTIONARY OF OCCUPATIONAL TITLES classification.

Forrester, Gertrude. OCCUPATIONAL LITERATURE: AN ANNOTATED BIBLIOGRAPHY. 1971 ed. New York: The H. W. Wilson Company, 1971.

The main section lists approximately 4,500 pamphlets and 1,500 book alphabetically arranged by occupations, with brief annotations. Other sections of the book include relevant information on such topics as: schools and colleges, foreign study, apprenticeship, legislation and social security, occupations for the handicapped, and professional counseling services.

Gambino, Thomas W., Director of Career Development. CAREER DEVELOPMENT—INCREASING THE VOCATIONAL AWARENESS OF ELEMENTARY SCHOOL CHILDREN. New Brunswick, New Jersey: Rutgers University Department of Vocational and Technical Education, 1969.

A guide to help elementary school teachers and guidance counselors expand the growth of the child's vocational awareness. This project was placed within the social studies area, but can be expanded to include other subject areas. Emphasis is on approaches that should enrich the child's understanding of work as a function of man, the importance of the development of man's abilities in the relation to the progress of his civilization, and how the child may relate these to his own individuality.

Gibson, Robert L. CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Career development can not be left to chance, and this book suggests that the elementary school years are the natural ones for developing understandings and attitudes appropriate for later career development and decision making. Chapters included in the book are: (1) Introduction to Career Guidance, (2) The Career Guidance Program, (3) Providing Appropriate Career Guidance Experiences, and (4) Developing the Career Guidance Program.

Granger, Kolene M. JUNIOR HIGH CAREER GUIDANCE CURRICULUM: STUDENT-CENTERED OCCUPATIONAL PREPARATION AND EXPLORATION. Salt Lake City: Utah State Board of Education, June, 1972.

This student workbook provides occupational guidance for students in grades 7, 8, and 9 by means of nine units focusing on self appraisal, general educational and vocational awareness, and specific career and school planning. This manual was written by a teacher with the aid of guidance specialists.

Gysbers, Norman C. FOUNDATIONS OF CAREER EDUCATION. Speech delivered at the Fifth Annual National Leadership Development Seminar for Staff Directors of Vocational Education. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, September 19-22, 1972.

Life career development concepts are explained. Using these concepts as a base, goals and objectives can be identified and career guidance programs can be developed and implemented. Gysbers' description of life career development describes the "whole" person.

Gysbers, Norman C. and Earl J. Moore. "Career Guidance: Program Content and Staff Responsibilities." AMERICAN VOCATIONAL JOURNAL. Vol. 47, No. 3, pp. 60-62 (March, 1972).

The steps in establishing a career guidance program are outlined. The main portion of the article is composed of four tables which list: (1) Career Guidance Responsibility Assignment, (2) Direct Career Guidance Program Contacts, (3) Shared Career Guidance Program Contacts, and (4) Indirect Career Guidance Program Contacts.

Hansen, Lorraine Sundal. CAREER GUIDANCE PRACTICES IN SCHOOL AND COMMUNITY. Published by the National Vocational Guidance Association. Washington: American Personnel and Guidance Association, 1970.

This monograph introduces principles and concepts of career guidance. It also describes practices and programs now in progress in a number of school systems. One of the chapters presents issues, concerns, and challenges for career guidance in relation to new organizational patterns in schools, counselor and teacher education, and to the public. This publication also includes a number of course outlines, recommendations, and lists of objectives for development and implementation of career guidance programs.

Healy, Charles C. "Toward a Replicable Method of Group Career Counseling." THE VOCATIONAL GUIDANCE QUARTERLY. Vol. 21, No. 3, pp. 214-221 (March, 1973).

A career counseling procedure for groups, derived from vocational development theory, is described in detail, field testing having suggested that it is effective and replicable.

Helling, Cliff E. and Eldon Ruff. CAREER GUIDANCE. Raleigh, North Carolina: North Carolina State University Center for Occupational Education, 1973.

Projects and activities are presented to provide the reader with numerous alternate routes of entering the career guidance process. The overall career development process should be organized in a continuous, sequential, and developmental manner, and it should permeate the entire school curriculum from K to 12. Career guidance as explained here should help bring education to the reality of the world of work at all its levels.

Herr, Edwin L. and Stanley H. Cramer. VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT IN THE SCHOOLS: TOWARD A SYSTEMS APPROACH. Boston: Houghton Mifflin Company, 1972.

This book represents an attempt to develop a position statement about the potential significance of vocational guidance within the educational context, and it surveys the approaches to and elements comprising vocational guidance. The authors analyze vocational guidance as both a stimulus to career development and a treatment of behavioral deficits results from incomplete career development.

Hill, Louise. PITT COUNTY MIDDLE GRADES PROJECT: GUIDANCE. Greenville, North Carolina: Pitt County Schools.

This resource unit on guidance for middle school students, developed by a counselor, provides for increasing self awareness of students in relationship to career planning. A wide range of student directed check lists and student reading materials covers self appraisal, personality development, occupational clusters, and the importance of high school. Four unit outlines with behavioral objectives are presented, in addition to five general guidance objectives and resource lists.

Isaacson, Lee E. CAREER INFORMATION IN COUNSELING AND TEACHING. 2nd. ed. Boston: Allyn and Bacon, Inc., 1971.

Emphasis is placed on the fact that the work of the counselor is more effective when it is supplemented by that of the classroom teacher, the librarian, and other school staff members. The first part of the book considers how a person selects and enters the work position he fills, how his work affects him and his family and their way of life, and how the world of work is presently structured. The last half of the book deals with how a person prepares for his career, how career materials are organized and managed, and how they are used with many types of clientele in various kinds of settings.

Karlan, Julius H. and Charles W. Ryan. "New Interpretation of Guidance Role." AMERICAN VOCATIONAL JOURNAL. Vol. 47, No. 2, pp. 77-80 (February, 1972).

This article gives a panoramic view of some general sessions and workshops covering some exemplary career guidance programs, as well as such topics as career choice, leadership, evaluation, and program development and management. This report of the 1971 AVA Convention in Portland, Oregon, maintains that guidance is focused on change.

Mid-Hudson Career Development and Information Center. VOCATIONAL DEVELOPMENT IN THE ELEMENTARY SCHOOL. Beacon, New York: New York State Education Department, 1970.

This resource guide provides subject content, concepts, teaching techniques, related concepts, and resources for occupational activities. It is designed to foster the vocational maturation of the elementary school child. The program works from the principle that all young people will be entering the world of work. Therefore, all students are continuously exposed to community economic opportunities, good work habits and attitudes are encouraged, and community involvement in the curriculum is stimulated.

Norris, Willa. OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL: Chicago: Science Research Associates, 1969.

A book to help the classroom teacher incorporate occupational information into the traditional subject matter areas. The teacher is offered help in exploring a variety of approaches that can be used in presenting occupational information in the classroom.

Norris, Willa. PROVIDING VOCATIONAL INFORMATION AND GUIDANCE AT THE ELEMENTARY SCHOOL LEVEL. Chicago: Science Research Associates, 1969.

A guidance kit for elementary counselors and teachers. It contains practical information, references, and sample programs for setting up and conducting guidance services in the elementary school.

Orange County Career Development Program. GUIDANCE COUNSELORS: JOB DESCRIPTION AND TASK ANALYSIS. Estonville, Florida: Wymore Vocational Technical Center.

This publication explains fifteen duties of a counselor as he coordinates and offers career education guidance services for the Career Development Program and other related projects, and as he provides placement and follow-up services.

Osipow, Samuel H. THEORIES OF CAREER DEVELOPMENT. New York: Appleton-Century-Crofts, 1968.

This book describes and assesses some of the major theories of career choice and related research. Sections cover: Roe's Personality Theory of Career Choice, Holland's Career Typology Theory of Vocational Behavior, Ginzberg's Theory, psychoanalytic conceptions of career choice, and Super's Developmental Self-Concept Theory of Vocational Behavior. Also included is a chapter which gives a comparison of the theories.

Richins, Duane. POSSIBLE CHANGES IN THE PROFESSIONAL ROLE OF A COUNSELOR. Speech delivered at the Sixth Annual National Vocational and Technical Teacher Education Seminar. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, October 23-26, 1972.

This speech relates the significant changes in the counselor's role in the Mesa Public Schools, Mesa, Arizona, created by the implementation of the Comprehensive Career Education Model. It covers such areas as: preventative counseling, partnership, accountability, interpersonal and intrapersonal skills, and the counselor's self image.

Shertzer, Bruce. TEACHER'S GUIDE TO GROUP VOCATIONAL GUIDANCE. Cambridge, Massachusetts: Bellman Publishing Company, 1971.

This guide suggests group activities relating to the world of work, knowing yourself, and securing a job and progressing in it. Each of the forty-one lessons in the guide includes sections on lesson aims, motivational tips, procedure, summary, assignment, and lesson resources.

Smith, Edward D. "Weaving Guidance into Career Education." AMERICAN VOCATIONAL JOURNAL. Vol. 48, No. 2, pp. 60-63 (February, 1973).

A discussion of management for guidance in career education, the unique aspects of the guidance contribution to career education, integrating guidance concepts into the curriculum, strategies for job placement, preparation models for counselors in career education, and approaches to accountability in career guidance.

Tennyson, W. Wesley. "Career Development: Who's Responsible?" AMERICAN VOCATIONAL JOURNAL. Vol. 46, No. 3, pp.54-58 (March, 1971).

Vocational educators and counselors must recognize that they both have unique contributions to make to the curriculum and school program. Career Development offers a way of bringing meaning to life through the curriculum. It holds much promise for establishing relevancy, for humanizing the school, for bridging vocational and general education, and for promoting self-development.

Tennyson, W. Wesley, Thomas A. Soldahl, and Charlotte Mueller. THE TEACHER'S ROLE IN CAREER DEVELOPMENT. A Minnesota Department of Education publication revised and reprinted by the National Vocational Guidance Association. Washington: American Personnel and Guidance Association, 1971.

The point is made that the guidance program is dependent to a considerable extent on the active participation of classroom teachers. Emphasis is placed on the contribution teachers make in pointing out the relationship of the subject matter they teach to various careers and successful performance in occupations. This publication brings into focus methods and media for relating subject matter to career development.

U. S. Department of Health, Education, and Welfare. COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEMS. Summary of papers presented at the Fourth Symposium for Systems under Development for Vocational Guidance. Washington: U. S. Government Printing Office, 1969.

Problems and accomplishments related to the development of computer technology in the counseling field are the subject of this publication. Theoretical considerations of guidance systems, problems of implementation of these systems, and examinations of some of the vocational guidance systems now under development are discussed.

Willingham, Warren W. CAREER GUIDANCE IN SECONDARY EDUCATION. New York: College Entrance Examination Board, 1972.

A systematic review of recent developments in secondary school guidance. This review involves: (1) describing trends in how the field is conceived—the dominant ideas, criticisms, and prescriptions for good guidance practice; and (2) describing exemplary guidance materials, projects, and programs now in use or under development--the intellectual tools of the profession and how they are being used in the schools.

Worthington, Robert M. REDIRECTING GUIDANCE AND COUNSELING: A TOP PRIORITY FOR CAREER EDUCATION. Speech delivered at the 21st Annual Guidance Conference. Menomonie, Wisconsin: University of Wisconsin-Stout, February 17, 1972.

This speech emphasizes that the career education thrust in American education simultaneously demands and promises a top priority for redirecting and expanding guidance, counseling, and placement. All people in education must be concerned because career development operates at every level in every setting represented in career education.